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ABSTRACT

Described is a project studying adult education policy in Colorado which suggested that skepticism about opinion studies is unwarranted and that thoughtful judgments regarding complex matters can be solicited at low cost from members of the public and special interest groups, without heightening potential for conflict or risking unreasonable expectations. Project objectives were to identify adult learning and education issues of statewide concern, describe solutions to problems identified, collect and publicize supporting data useful to policy makers as they make policy choices and decisions, and promote dialogue among education organizations, citizens, and policy making bodies about adult education. Data were collected from people representing diverse backgrounds and varying degrees of knowledge about Colorado adult education through opinion polls, personal interviews, two-staged mailed questionnaires, and a working conference. Findings showed a high degree of agreement about the nature and priority of the state s education problems between education groups that often must compete for limited funds, and among educator and citizen respondents. Included are tables showing comparative costs of three project opinion study methods and the ranking of three opinion study methods by associated costs. Appendices contain the two survey questionnaires, descriptive findings and the conference program. (RM)

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PUBLIC OPINION STUDIES:

LOW-COST METHODS FOR SOLICITING PERSPECTIVES OF THE PUBLIC AND SPECIAL INTEREST GROUPS

by

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ABSTRACT

As alternative to political pressure groups, professionals in academic institutions, planning agencies and consulting firms are increasingly called upon by policy makers to provide objective advice on complicated matters of public policy. Insights for policy analysis and formulation can be gathered in a number of ways, among them polling of the public and special interest groups. Common points of skepticism about opinion studies are that: (1) most people are not knowledgeable or interested enough to respond to complex questions, sets of inter-related issues and accompanying trade-offs; (2) to overcome knowledge and interest deficits is too difficult and costly to be frequently undertaken; (3) studies may reflect private feelings and individual self-interest rather than crystallized public opinion; and (4) the process of polling may result in respondents developing unrealistic expectations.

The experiences of a project studying adult education policy in Colorado suggest this skepticism to be unwarranted. Results of study procedures indicate that thoughtful judgments regarding complex matters can be solicited at low cost from members of the public and special interest groups, without heightening potential for conflict or risking unreasonable expectations. Methods which have yielded considerable data and unusually high response rates include two-staged mailed surveys and "working" conferences. Noteworthy findings include a high degree of agreement about the nature and priority of the state's education problems--between education groups that often must compete for limited funds, and among educator and citizen respondents.

TABLE OF CONTENTS

	Page
ABSTRACT	i
INTRODUCTION	1
Problems and Purpose	1
The Colorado Project	2
The Formation of Public Opinion	4
PROJECT OPINION STUDIES	4
Interviews	5
Survey I	5
Survey II	7
Working Conference	10
Comparative Costs of Project Opinion Studies	11
SUMMARY COMMENTS AND CONCLUSIONS	15
NOTES AND REFERENCES	17
APPENDICES	
A Survey I: Questionnaire and Descriptive Findings	19
B Survey II: Questionnaire and Descriptive Findings	35
C Conference Program	46
TABLES	
1 Patterns of responsibility for resolving six Colorado adult education concerns	9
2 Comparative costs of three project opinion study methods	12
3 Ranking of three opinion study methods by associated costs	14

INTRODUCTION

To make sound policy decisions and to avoid undue influence of political pressure groups, public policy makers increasingly turn to professionals in academic institutions, planning agencies and consulting firms for objective advice on complex policy matters. Insights for policy analysis and formulation can be gathered in a number of ways. Professional policy advisors have at their disposal large secondary data banks, the potential for primary-source data collection, and a variety of tools and methods for analyses of policy-relevant information. One source of primary data collection is polling of public and special interest group opinions. Opinion studies are useful components of policy analysis and formulation because they provide policy makers with insights about constituent positions and, in turn, they provide citizens with avenues for expression and democratic participation. Points of skepticism about opinion studies, however, are that: (1) most people are not knowledgeable or interested enough to respond to complex questions, sets of inter-related issued and accompanying trade-offs; (2) to overcome knowledge and interests deficits is too difficult and costly to be undertaken; (3) studies may reflect private feelings and individual self-interest rather than crystallized public opinion; and (4) the process of polling may result in unrealistic expectations on the part of respondents [1].

Problems and Purpose

There are advantages and problems associated with opinion studies. Policy advisors wishing to collect opinion data need answers to several important questions. First, when is wide-spread input regarding policy matters needed and appropriate? Second, what kinds and what sources of opinion information are most useful? And, third, how can difficulties commonly associated with opinion polling be avoided? In the discussion which follows, it is our intention to provide tentative insights in response to these questions and to raise related issues for further study.

In the discussion we will suggest that relatively low-cost approaches can be employed which solicit wide-spread and thoughtful input regarding policy matters, without heightening potential for conflict or risking unreasonable expectations. The experiences of a project studying adult education policy in Colorado are used as case examples of how advantages of broad and diverse input can be preserved, while at the same time potential pitfalls associated with achieving input can be avoided. Because the case study project involves so many substantive and process dimensions, not all findings of project studies will be reported here. Rather, the methodology of the project will be emphasized, with several noteworthy substantive findings used as illustrations of the outcomes of that methodology. The case example concerns opinion study for purposes of state policy determination; it should also be useful to local planners and policy advisors in that (1) similar methodology can be applied in local settings, and (2) the substance of state policy analysis in the case example involves the inter-relationship of state and local problems, and the inter-facing of state and local resources, policies and programs. As background, the case study project is briefly described below.

The Colorado Project

In 1980 a project was initiated in Colorado to lay a foundation for more effective state planning and policies in adult learning and education [2]. The Lifelong Learning Project is sponsored by the Colorado Commission on Higher Education (CCHE), Colorado's coordinative body for post-secondary education, and was earlier affiliated with and partially funded by a multi-state effort of the Education Commission of the states and the W. K. Kellogg Foundation. While CCHE did not impose a specific research agenda, early project documents noted the Commission's concern about such policy issues as accessibility of education resources, quality and equity of service in rural and urban places, related finance matters, and inter-agency and public-private sector cooperation in the provision of education opportunities for adults.

Questions regarding the nature and extent of the state's role in adult learning and education are especially complicated because: (1) adults have many learning needs related to effective performance of their several roles in society (e.g., worker, family member, citizen); (2) no single public- or private-sector institution has sole or primary responsibility for providing educational services for the adult population; (3) public post-secondary programs and funding formulae are grounded in assumptions of service to young adults who are generally full-time students, and who have few other adult responsibilities; and (4) while rapid change has challenged previous notions that sound educational experiences during youthful years would prepare one for the rest of life, attitudes remain which suggest that adults in need of education are personally deficient and/or should be expected to learn on their own, without external support or intervention. In Colorado, adult education policy studies are also complicated by rapid poulation growth and accompanying changes in demographic profiles, by shifting occupational and economic opportunity, by national and international economic circumstances, by regional and local exceptions to general state trends, and by public education governance that is characterized by a mosaic of many boards with complex systems and varying degrees of interdependence. As a result of these several complications, state-level action aimed at enabling adults' learning and education has been, understandably, limited and piecemeal.

When the policy-study project entered this complex, constraint-ridden arena three years ago, it was recognized that there were also opportunities on which to capitalize. Coloradans had historically placed high value on education and on the state's education institutions. Previous studies had shown that a number of educators, employers and lay citizens wanted improvements in educational services for adults. And, state education agencies and institutions had taken initiative by documenting adult learning needs and educational resources in the state. Faced with constraints, a complex task, and apparent opportunities, the project staff made several assumptions which have guided project action. At the outset, it was assumed that the project would need to:

- Identify areas of agreement and disagreement about adult education problems and priorities;
- Suggest cost-effective solutions for problems which appeal to many, and which are complementary to, rather than competitive with, education programs for other audiences (e.g., education programs for children, college programs for older teens and young adults);
- Work within existing systems of governance to promote concern about adult learning and education.

Objectives. Based in the goal of laying a foundation for policy action, in contextual analysis, and in guiding assumptions, four project objectives were stated. The objectives are to:

- Identify adult learning and education issues and problems which are of state-wide concern and/or significance;
- Describe an array of potential solutions to those problems, with implications for policy action and anticipated consequences of action or inaction;
- Collect and publicize supporting data which is useful to policy makers as they make policy choices and decisions;
- Promote dialogue among education organizations, citizens and policy making bodies about adult education problems, potential solutions and policy options.

Definitions. For project purposes, the term "policy" was operationally defined to include (a) formal authorizations (or prohibitions), such as statutes, role and mission statements, and accompanying financial appropriations, and (b) informal approvals (or disapprovals), e.g., generally accepted ways of doing things. The project is primarily concerned with state-level policy. Education policies in Colorado may be developed consistent with the authority of executive and legislative branches of state government, state agencies (e.g., Commission on Higher Education, Department of Education), and governing bodies of state-sponsored institutions (e.g., colleges and universities).

Applications reflective of state policy are viewed to be of three basic types--those which mandate, those which facilitate, and those which more passively allow actions on the part of various groups. For example, mandates may require and fund a particular education organization to serve a given audience for a stated purpose. Facilitating actions provide encouragement through incentives and generalized resource provisions (e.g., a technical assistance service available to all education providers, state support of adult literacy campaigns, catalogues describing educational resources state-wide, tax incentives for employers who offer employee education opportunities). In contrast, an example of state initiative which allows other groups to act is legislation that permits people in local school or community college districts to tax themselves for local educational programs.

Methods. The project has employed several complementary research methods. Research activities have been progressive, with each viewed as an accomplishment and as a means for broader achievements. By their nature and the manner in which they are implemented, the activities contribute to simultaneous attainment of several objectives.

Opinion polling has taken place several times and with several respondent groups during the course of the project. (Other studies have been undertaken as well--including analysis of Census data and other secondary sources, and review of current policies in adult education in Colorado and other states. Since these are not central to themes of this paper, they will not be discussed here.) Survey techniques have included personal interviews and use of two-staged mailed questionnaires. Other methods were used to attain outside opinion during a data-based working conference.

Results: Achieved and Anticipated. Through iterative and progressive procedures, issues and problems reflecting state policy deficiencies have been uncovered and refined, and potential solutions or strategies for problem resolution

have been suggested and evaluated. The final phase of the project will involve transformation of issues and alternatives data into implications for state planning and policy. (A large part of this task is perceived to be a staff function, with outside reaction/opinion invited before final project papers are released.) The foundation developed by the project will be used by the Colorado Commission on Higher Education (CCHE) to take policy action within its authority and to make recommendations to education governing boards and the state legislature.

The methods being used to achieve project objectives, and early project findings, demonstrate how positive aspects of opinion studies can be preserved while at the same time potential shortcomings of opinion studied are minimized. Our discussion now turns to a few words about public opinion processes, after which project methods and selected findings, which serve to illustrate outcomes of those methods, are described.

The Formation of Public Opinion

A public is a loosely organized group of individuals who are united by common interests or shared aims. Therefore public opinion is more than an aggregate of the ideas of individual people pursuing personal goals and self-interest. Rather, crystallized public opinion represents a negotiated collective view about topics or issues of common concern, and is the result of social interaction and influence. The emergence/development of public opinion presupposes human rationality and emotionality, points of agreement and disagreement, discourse and information sharing, and the toleration of minority views [3].

Influentials play an important role in the formation of public opinion. For example, suppose a community is faced with economic decline, yet most citizens are indifferent and more concerned with routine daily living tasks than with the bigger economic issue and ways of resolving it. In a case as this, opinion is uncrystallized. Therefore the positions of more informed influential persons are the best indications of how opinions will crystallize (if and when they do). If opinions crystallize, influentials become true "opinion leaders," at least regarding the issue at hand.

For a somewhat different case where there is greater citizen knowledge and interest about a concern (e.g., community economic decline), influentials also play a role. Here they share privileged knowledge and exert influence as they negotiate among themselves and with citizens--a process which usually results in a convergence and crystallization of ideas about what needs to be done and how [4].

Application in the Colorado project setting. At the outset of the Colorado project, it was apparent that public opinion regarding policy in adult education was not yet crystallized. Former studies had uncovered problems, and state education agencies and institutions had expressed concern about several issues. However, issues and problems raised by the various groups appeared to be somewhat different.

PROJECT OPINION STUDIES

Several different methods have been used to collect opinion data. They include interviews, two-staged mailed surveys, and a working conference. The methods have been employed sequentially, with each soliciting different, though complementary,

input from people representing diverse backgrounds and varying degrees of knowledge about Colorado adult education. The methods, several findings, and relative costs associated with methods are described below. Summary comments and conclusions are provided.

Interviews

Purposes and Procedures. At the outset of the project (Summer, 1980), it appeared that agreement was lacking about the nature of issues and problems in Colorado adult education, and about their importance--relative to one another and relative to other state concerns. The first project activity was to solicit views on issues and problems from a small number of educators working in different programs. A secondary purpose was to provide information about, and invite cooperation with the project.

Informal conferences were held with officials of five education groups. Twenty people were interviewed either individually or in small group settings. Project intents were explained, and people were told that they were being interviewed because of their knowledge of and influence in Colorado education. They were informed that their views would help initiate studies of issues, problems, potential solutions and policy options for adult education. They were advised that issues would be sought from many different groups. They were then asked to tell, from their perspectives, what they believed to be "big, important issues and problems in Colorado adult education."

Results. Combined responses represented a tentative inventory of issues and problems, as identified by a selected group of educators. Some issues and problems were those of certain education sectors; others cross-cut sectors (e.g., limited access by rural adults to education opportunities represented a generalized concern; restrictions on state funding for university off-campus programs represented a "sector" concern). The tentative inventory suggested that problems described in previous Colorado studies had not been resolved, and most problems were generalized enough to be beyond a single department's or organization's ability to respond to them.

Survey I

Purposes and Procedures. Additional perceptions about issues and problems were needed. Opinions were sought through mailed questionnaires to (a) educators in public and private sector programs and (b) local civic organization leaders. This first project survey was designed to determine which Colorado adult learning and education issues were generalized enough and important enough to merit the state's attention. In the absence of crystallized public opinion, potential influentials/opinion leaders were sampled. Educators were included because they represent a special interest group concerned about and informed of matters concerning education and would be affected by policy action. Lay civic organization leaders, while not so informed on matters as adult education issues or policy, were chosen because they are generally knowledgeable about civic affairs and tend to be concerned with public matters and public good.

Questionnaire design. Several Colorado adult educators and sociologists assisted with conceptualization of issues, survey publicity and questionnaire

pre-testing. The questionnaire was developed to help people give thoughtful opinions on complex issues. It consisted of six distinct parts. Respondents were asked to indicate: (1) attitudes toward adult learning and toward state involvement in education, (2) their positions on and the importance of several education issues, (3) the priority of adult education and other state concerns, (4) the importance of direct and indirect state support for various adult education subject matter, (5) the importance of state funding for a sampling of education activities, and (6) personal characteristics.

The questionnaire provided opportunity for closed-ended responses and narrative comments, and respondents were encouraged to construct additional items (e.g., new issues, problems). People were encouraged to "sound off" by taking personal positions; they were also encouraged to consider the welfare of all Coloradans and the state as a whole, in the many other judgments they made. A copy of the questionnaire is included in Appendix A.

Sampling procedures. A stratified random sampling procedure was used to assure adequate representation of (a) educators and civic organization leaders, (b) people from different geographic areas of the state, and (c) people from counties judged to have relatively few or many local adult education programs. The survey population consisted of over 1500 people eligible for selection, based on their association with 13 adult education or civic groups in the state.

Educators eligible for selection included employees or members of the following groups: adult basic education and high school completion programs; adult vocational education programs; community college, four-year college and university continuing education programs; county programs of the cooperative extension service; task force on higher education and public telecommunications; state-approved proprietary schools; public libraries; the Colorado Associations of Adult and of Community Educators; and business/industry educators associated with the state's chapter of the American Society of Training and Development. Civic organization leaders included officers of local chapters of Kiwanis, the League of Women Voters, and the Colorado Civil Rights Commission listing of minority organizations. Two hundred and sixty-nine (269) names were selected to participate in the study.

Data collection. Advance notices of the survey were published in newsletters of several education groups. The Executive Director of CCHE provided legitimacy for the study in a letter which accompanied questionnaires. Surveys were mailed in early January, 1981. Follow-ups to non-respondents were mailed (a) three weeks and (b) seven weeks after the original mailing.

Returns. Of the 269 questionnaires mailed, 267 were delivered and 220 (83%) were completed and returned--an unusually high response rate for mailed surveys, especially for ones which deal with complex issues and which demand considerable time and thought to complete. Many people wrote extensive comments on questionnaires. About one-third requested survey results.

Findings. There were a range of survey findings; for illustrative purposes only a few will be reported here. Total-sample descriptive findings are noted on the sample questionnaire and narrative summary in Appendix A, and are described in another report [5]. (Later project reports will document analytic findings.)

Among most interesting of the findings was that few differences in perspective were uncovered between sub-samples of survey respondents. Only 14 significant differences (chi square significance = .01) were evident when educator and lay responses were compared in 106 opinion variables. Similar results were evident when

responses of sub-samples from different geographic regions and from areas with many or few local adult education programs were compared. This indicates general agreement on the nature of problems, the need to do something about them, and which problems should be given highest or earliest priority.

Problems noted to be of greatest importance were related to issues as availability and financing of, and inequities in access to education information and services; public-private sector coordination; and lack of understanding and dialogue between educators, policy makers and the public. Another insight for policy makers was that education of adults was judged of considerable importance among other pressing state priorities. When mean scores for 19 state concerns were ranked, education of adults fell midway in the ranking, between such concerns as energy development, youth education, and inflation (first, second and third ranked) and the state prison system, recreation and immigration (seventeenth through nineteenth ranked). Not surprisingly, educators assigned slightly higher priority to education of adults than did lay respondents.

Respondents possess attitudes supportive of adults' continuing learning. In general terms, they believe that the state, individual people and groups as business -industry have shared responsibility in seeing that education services are provided and used. As noted in Appendix A, respondents believe that the state has both direct and indirect responsibilities in provision and encouragement of learning opportunities. Direct state support was judged more important for some subjects (e.g., basic or remedial academic skills, occupational education) than for others (e.g., leisure and recreation skills).

Survey II

Purposes and procedures. Using a modification of the Delphi technique [6], a follow-up survey was conducted with Survey I respondents three months after first round questionnaires were returned (end May, 1981). The purposes of the second survey were to determine respondent perceptions of (a) the importance of several adult education concerns, (b) groups that should have responsibility for helping solve the concerns, and (c) the general nature of those responsibilities. Consistent with the Delphi technique, adult education concerns uncovered in the first survey were reiterated on the second questionnaire, although they were refined to best reflect concerns noted in first round data. As logical follow-through to first round questions about problems, the second survey asked respondents to tell who should be responsible to solve problems and what, generally, their responsibility should be.

Questionnaire design. Eight adult education concerns were presented. People were asked to tell how important it is, for the good of Colorado and Coloradans, that each be resolved. For six of the concerns, a listing of 11 groups was given and people were asked to tell how much responsibility each of the 11 groups should have for solving each concern. (Various education organizations, business-industry, policy makers at national, state and local levels, and individuals and families were several of the groups listed). People were also asked to tell what kind of responsibility the 11 groups should have for each concern. Four general responsibilities were listed; respondents could assign more than one responsibility to each group. The response format was open-ended for two of the concerns. Narrative comments were encouraged for all items.

Processes for conceptualizing and pre-testing the questionnaire and for assuring returns were the same for Survey II as for Survey I. A copy of the questionnaire is included in Appendix B.

Returns. Of the 220 questionnaires mailed, 217 were delivered and 151 (70%) were returned in time to be analyzed and used in the project's working conference. Additional questionnaires, which arrived too late for this preliminary analysis, raised the response rate to 74%. Round two data were collected during summer, a season when educators and lay people are frequently away from home. This was unfortunate timing caused by longer-than-anticipated delays in receipt of round one responses and accompanying delays in round one analyses and round two questionnaire construction. For studies which involve mailed surveys, which depend on the same respondent group over time, and which are based in the Delphi technique assumption that opinions will tend to converge over time, it is important that data collection periods be scheduled as close together as possible so that (a) attrition of sample group members does not occur, (b) respondents remain interested and have some recollection of earlier rounds, and (c) respondents see evidence that study results are being used. Based on our experience, it is recommended that schedules for data collection of this sort allow five to six months between rounds, and that data collection periods are scheduled to avoid summer and other extended holiday times. (It is doubtful, even if more staff were available for data analyses and questionnaire construction, that time between rounds could be compressed to much less than five months.) [7]

Findings. Appendix B contains a Survey II questionnaire with descriptive results noted and described. (Later project reports will report analytic findings.)

To highlight, initial analysis of Survey II data showed that respondents judged all eight adult education concerns to be of considerable importance. This is not surprising, because similar concerns were judged at least somewhat important in Survey I, because items in Survey II were slightly reworded to more accurately reflect concerns, and because an assumption of the Delphi technique is that over time and with similar background knowledge, responses will tend to converge.

Respondents reported that many groups should share responsibility to resolve adult education concerns. The amount of responsibility assigned to specific groups varied, depending on the nature of the concern to be solved. Similarly, the kind of responsibility assigned to groups varied (Appendix B). However, patterns of responsibility were evident across the six concerns for which quantitative data were obtained (Table 1).

The interfacing of state and local and public-private sector responsibility is of importance for policy formulation. Also of interest are respondents' perceptions of local, state and federal policy maker responsibility. Policy makers were assigned considerable responsibility, across all concerns, for finance and for assurances of quality and accessibility of education opportunities. Consistent with the U.S. Constitution, which assigns responsibility for education to the respective states, and with recent federal cut-backs in education funds, respondents assigned greater responsibility for educational matters to policy makers at state and local levels.

Table 1. Patterns of responsibility for resolving six Colorado adult education concerns.[1]

GROUPS MOST FREQUENTLY ASSIGNED RESPONSIBILITY FOR ALL SIX CONCERNS	TYPES OF RESPONSIBILITY ASSIGNED			
	Conduct Programs	Supply Materials, Consultants	Provide Funding, Tuition, Fees	Ensure Quality, Accessibility
Education institutions, including public schools, vocational & community colleges, 4 year colleges & universities	X[2]	X		X
Policy makers in state, city and county government			X	X
Individuals & families			X	
ADDITIONAL GROUPS[3] MOST FREQUENTLY ASSIGNED RESPONSIBILITY FOR OCCUPATIONALLY-RELATED CONCERNS:				
Business, industry & military	X	X	X	X
Professional associations & unions	X	X	X	X
ADDITIONAL GROUPS[4] MOST FREQUENTLY ASSIGNED RESPONSIBILITY FOR EDUCATION INFORMATION & CIVIC DECISION-MAKING CONCERNS:				
Community organizations, including libraries, coop. extension, service clubs & churches	X	X		X
Media, including public broadcasting & newspapers	X	X		X

[1]The six concerns were needs for: occupational updating, information for civic decision-making; information about education opportunities; occupational preparation; access to k-12 schooling; access to off-campus higher education courses.

[2]An X indicates that certain groups (rows) were most frequently assigned specific responsibilities (columns) to help resolve particular concerns (major headings, rows). Example: education institutions were assigned responsibility for conducting education programs, supplying resource materials and consultants, and ensuring quality and accessibility of education offerings in order to help solve all six concerns.

[3]Respondents indicated that two groups should join education institutions, policy makers and individuals/families to help resolve occupational updating and preparation concerns. The groups are business-industry-military, and professional associations-unions.

[4]Respondents indicated that two groups should join education institutions, policy makers and individuals/families to help resolve education information and civic decision-making concerns. The groups are community organizations, and the media.

Working Conference

Purposes and procedures. Project surveys had uncovered major challenges in Colorado adult learning and education, insights about groups that are perceived to be responsible for resolving challenges and the general nature of that responsibility. The next step was to identify potential solutions or strategies for solving problems/challenges.

To solicit wide-spread opinion and to encourage ownership of project results, a two-day working conference was held six weeks after Survey II questionnaires were returned (September, 1981). A cross-section of 125 eductors and lay leaders were invited to participate in the conference--including survey respondents who had requested survey results. The invitation list was constructed to assure participation from (a) various public and private sector education organizations, (b) lay leaders, (c) minority groups, and (d) various geographic regions of the state. People were invited to attend the conference at their own or their organization's expense. Registration fees were set to partially subsidize meals for people who would attend at personal expense.

Mailed invitations included the conference agenda and a listing of nine challenges in Colorado adult education. As a part of pre-registration, people noted the three challenges they were most knowledgeable about and interested in discussing. This allowed project staff to pre-assign people to conference working groups based on two criteria: (1) people's preferences; and (2) the need for balanced representation and diverse backgrounds in each small group.

Conference program. The conference program (Appendix C) involved three major tasks. Challenge groups were to (a) better define their challenge, (b) brainstorm solutions, and (c) refine and justify solutions. The program was structured to provide for small group dialogue and presentation of factual information which groups could use in their work. It was data-based, in that participants received results of the two project surveys (Appendices A and B) before the conference, survey findings were summarized in plenary sessions, and working groups had access to data specific to their group's topic during their deliberations. Also, conference facilitators were on hand to provide insights about current policies and practices when groups requested this additional information.

Conference facilitation. Eight education groups co-sponsored the conference. Staff from these groups served as conference facilitators and speakers. Facilitator training sessions included orientation to the conference agenda and survey data, and guidelines to encourage task-oriented small group dialogue. One or two facilitators were assigned to each working group. Additional information about conference structuring, planning, facilitation and follow-through is noted in another source [8].

Results. Forty-eight (48) participants and 20 resource people attended the two day conference. Challenge groups suggested many different solutions to problems, too numerous to include here, except by example. Some were suggestions for structural changes (e.g., revisions in state statutes; modifications in roles and missions of education agencies and institutions). Some were suggestions for changes in the way groups interact (e.g., methods and networks for improving communication; incentives for inter-agency planning and programming). Many were suggestions for programs which would meet adult education needs (e.g., mobile education units to circulate in rural areas; personnel exchanges between business-industry and education institutions; "educator-laureats" to promote adult learning and provide

technical assistance to local communities). State policy options, implied by these and other project studies, are now being documented by the project.

Comparative Costs of Project Opinion Studies

For resource requirement comparison, broad categories of costs associated with the planning, conduct and analyses of, and follow-up to the three different kinds of project opinion studies are summarized here. Dollar cost are noted for many investments; they represent documented project costs and close estimates of costs to other sources. Dollar costs of human effort are not included because they are based on varying salary levels and are private matters. Instead, human effort is documented in a more useful manner--the amount of time spent on various activities. Human effort is documented in "man-days" (to avoid the more cumbersome "person-days"--admittedly much human effort was expended by women). Also, the span of time over which man-days were expended is noted and will be discussed in the summary of costs section. To provide a realistic accounting, costs borne by the project, and those voluntarily expended by other sources, are included (Table 2).

Interviews. Human effort clearly represented the largest investment of resources in planning, conduct and analysis of and follow-up to interviews. Project staff spent approximately 15 man-days over a two month period in interview-related activities. When time of the 20 people (volunteers) who were interviewed is considered, another five man-days of human effort was involved. Other costs associated with interviews included phone, postage and printing charges, and costs of staff travel. Together these costs approximated $250.

Surveys. Staff effort required for survey conceptualization, design of two questionnaires, data analyses and preliminary reporting included: project director (.5 FTE for eleven months, or 116 days), and a graduate research assistant (.5 FTE for three months, or 32 days). Ten days of a hired consultant's time were required to assist staff with sampling and data analyses procedures.

In addition to these project costs for human effort, a dozen professional educators volunteered 24 man-days to assist with conceptualization and pre-testing of questionnaires, and survey respondents volunteered time and effort to complete questionnaires. Pre-test results showed that, on average, Survey I took 30 minutes to complete (n = 220) and Survey II took 25 minutes to complete (n = 151). Thus, 22 man-days were volunteered by survey respondents.

Other project costs associated with surveys included:

- Printing and postage for questionnaires, and follow-ups to assure returns, average = $2.00/respondent/round ($740);
- Computer time ($500);
- Printing and postage for data reporting to 100 people ($325).

Several times volunteer professionals traveled to project meetings. Their travel costs were paid by their employers and has been estimated to have cost $600.

Conference. Planning, implementation and follow-up for the conference required 53 days of the project director's time (.5 FTE over a five month period). Facilitators volunteered 100 man-days to assist with conference planning and implementation.

Table 2. Comparative costs of three project opinion studies.[1]

METHOD	COSTS									
	Human Effort, in Man Days (md)		Other, in Dollars		Total Costs		Project Cost Per Response[2]		Total Cost Per Response[3]	
	Project Expenditure	Volunteer Effort	Project Expenditure	Volunteer Expense	Human Effort (md)	Other ($)	Human Effort (md)	Other ($)	Human Effort (md)	Other ($)
Interview (n of responses = 20)	15 md	5 md	$250	--	20 md	$250	.75 md	$12.50	1 md	$12.50
Two-staged Survey (n of responses, Time 1 + Time 2 = 371)	158 md	46 md	$1,565	$600	204 md	$2,165	.42 md	$4.21	.54 md	$5.83
Working Conference (n of participants = 48)	53 md	244 md	$1,925	$9,500	297 md	$11,425	1.10 md	$40.10	6.18 md	$238.02
Total: (n of responses = 439)	226 md	295 md	$3,740	$10,100	521 md	$13,840	.51 md	$8.51	1.18 md	$31.52

[1]Costs paid by the project are derived from financial records and time log books. While not precise because other project activities occurred simultaneously, project costs are very close approximations of actual time and other resources expended on the three kinds of opinion studies. Investments of volunteer effort and financial contributions for travel and per diem are close approximations, based on knowledge of the number, length and sites of project meetings, the number of people in attendance, and travel and per diem allowances common to Colorado education agencies (travel = 20¢/mile; meals = $18; lodging = $30).

[2]Project cost per response calculated as: project costs (columns 1 and 2) ÷ n of responses.

[3]Total cost per response calculated as: total costs (columns 5 and 6) ÷ n of responses.

Conference participants volunteered another 144 man-days to prepare for and participate in the two-day conference.

Other costs paid by the project included:

- Printing of invitations, conference materials and follow-up reports ($500);
- Phone, postage and conference supplies ($600);
- Staff travel and per diem ($250);
- Banquet for facilitators and luncheon for participants and facilitators ($575).

Additional costs, voluntarily contributed by non-project sources included:

- Facilitator travel and per diem for planning meetings, training session and conference (average of $175/person x 20 people = $3500);
- Participant travel and per diem (average of $125/person x 48 people = $6000).

Summary discussion, cost factors. As discussed above and noted in Table 2, resources required to conduct the three types of opinion studies varied considerably by method, and by source. In total cost terms, the working conference represented greatest costs, surveys next greatest, and interviews were least costly. However, project expenditures for the conference were less than 20% of total costs, with other sources contributing the remainder of the costs. In contrast, about three-quarters of the costs of surveys and interviews were borne by the project. When costs of the various methods are compared on a "per response" basis yet another picture emerges; overall and project costs remain greatest for the conference method, but are least for the survey method. Table 3 contains a rank ordering of methods when overall and project aggregate costs and costs per response are considered.

Costs were influenced by several factors, including the size of the respondent group. The number of responses in the three project opinion studies varied considerably (interview n = 20, survey I plus II n = 371, conference n = 48). Because of the time and travel costs associated with the interview and conference methods, one can assume that total costs for those methods would rise in close proportion to increased numbers of interview respondents and conference participants. (Because of these proportionate increases, per response costs would not change much.) In contrast, survey costs would be less influenced by increases in size of the study population, because major costs as staff time for conceptualization, questionnaire design and analysis of data, and computer time would remain about the same. (Total costs for printing and postage would increase, but not in proportion to the number of additional responses, because of economies of scale in printing and bulk postal rates.)

Decisions regarding selection of opinion studies include, among other important factors, consideration of aggregate costs and costs per response—both to the project sponsor and to other sources. Another important cost-related factor, previously alluded to, is the importance of "time-span." Because opinion studies depend so heavily on volunteerism, they generally take longer to complete than if experts were hired to provide their insights. The urgency and nature of the problem helps dictate whether there is adequate time to collect wide-spread opinion. In the case-study project the nature of the problem is such, and, in contrast with more immediate problems (e.g., policy action for handling catastrophies as earthquakes or

Table 3. Ranking of three opinion study methods by associated costs (rank order: 1 = least costly, to 3 = most costly).

	RANKS			
	Aggregate Costs[1]		Costs Per Response	
METHOD	Project Costs[2]	Total Costs[3]	Project Costs[4]	Total Costs[5]
Interviews (n = 20)	1	1	2	2
Surveys (n = 371)	3	2	1	1
Working Conference (n = 48)	2	3	3	3

[1] "Aggregate costs" are defined as human effort costs, in man-days, plus other costs; in dollars (e.g., costs of printing, postage, travel). For a review of costs before aggregation, see Table 2.

[2] "Project costs" are defined as human effort and dollar costs expended by the project.

[3] "Total costs" are defined as project costs plus voluntary contributions of human effort and dollar costs of travel and per diem paid by non-project sources.

[4] Project costs per response rankings are based in data in columns 7 and 8, Table 2.

[5] Total costs per response rankings are based in data in columns 9 and 10, Table 2.

nuclear radiation leaks, policy action to accomodate this year's budget deficits), adequate time has been available to pursue wide-spread input about education policy matters.

This is not to say that outside opinion cannot be solicited when time is limited. Conferences of concerned and affected parties can be organized on relatively short notice, and structured interviews (by phone or in person) can help reduce the "lag-time" characteristic of mailed surveys. Costs of human effort, telephone, and travel will of course increase. Also, structured phone interviews do not allow for as comprehensive and thoughtful responses as were required by project mailed questionnaires.

SUMMARY COMMENTS AND CONCLUSIONS

All three opinion study methods yielded large amounts of data which are being used to help shape a series of policy options in Colorado adult education. The type of information obtained through the several studies varied. Unstructured interviews yielded broad concerns and issues. Surveys gave insights about the nature and priority of problems and issues, and the kinds and amounts of problem-solving responsibility various groups are thought to have. The working conference gave insights about strategies for solving problems and pragmatic advice about preferred strategies. Sequential use of the methods with several different respondent groups has resulted in a more complete data base, and has provided cross-checks on opinions of several potentially influential groups. This provides credibility for the entire policy study effort by assuring objectivity.

Volunteer respondents have not evidenced unreasonable or unrealistic expectations regarding state policy and the state's role in adult education. They recognize resource limitations and problems associated with over-reliance on government. They believe that many groups share responsibility for resolving problems, and that a major role for the state is one of facilitation and encouragement--so that the local communities and groups as business and industry can take action to meet learning needs. They also believe that state-sponsored education institutions share responsibility for education of adults, and that individuals have responsibility to take initiative for learning and to help pay costs of educational participation. Respondents' rather moderate opinions may be attributed to the fairly conservative and independent nature of Coloradans and Colorado politics. A part may also be attributed to the project's attempts for objectivity and its avoidance of advocacy positions.

Rather than firing controversy, opinion studies have resulted in a converging of opinions about the nature and importance of problems, and there are early evidences that opinion is converging about how problems can best be solved. The process of informing while involving has resulted in increased knowledge about education matters--among and between educators and citizens, and to some extent, between those groups and policy makers. The several opinion studies have taken almost two years to complete. In other situations, only one study may be adequate. In the context of the Colorado project, use of the three methods and the time involved has encouraged productive dialogue and early signs of opinion crystallization.

Costs of these efforts have varied by method. None of the costs appear excessive, especially when cost-sharing between the project and other sources is considered. Total costs of all three studies (to the project and volunteers) have

involved just over 500 days of human effort and just under $14,000 of other expense. Of these total costs, 43% of manpower costs and 26% of other corts have been borne by the project; the remainder has been distributed over more than 400 non-project sources. Cost-sharing and the process of informing and involving many different groups have increased ownership in outcomes, and likelihood that policy options will be seriously considered and acted upon.

The experiences of the case-study project suggest that opinion data is useful: when policy advisors or policy makers are uncertain or confusion exists about the nature, extent and priority of problems, roles of government and other organizations, or most appropriate strategies for problem-solving; when there is need to check/compare understandings of advisors and policy makers with those of citizens and special interest groups; and when there is adequate time to conceptualize, implement and analyze results of opinion research.

For true measures of public opinion, one must assume that opinion is collectively shared or crystallized. If that assumption can be met, then a random sampling of that public is appropriate. When crystallized opinion is not evident (as in the case of the Colorado project), one must decide what individuals or groups are most likely to be in the vanguard of public opinion--by nature of their knowledge and personal interest in the situation under study, or their more general knowledge and influence in civic affairs. Strategic sampling of opinions of these kinds of people serves as the best indicator of how public opinion will be formed, if and when it is.

Other concerns sometimes associated with opinion studies can be overcome as well. People can be involved in opinion studies at the same time they are being factually informed, so that they can comment thoughtfully. Respondents can be protected from undue influence. Adaptations of the Delphi technique are useful in that they avoid face-to-face meetings (where authority and knowledge of certain group members might result in coercion or repression of true opinions). When face-to-face meetings are held, they can be "data based," so that differentials in participant knowledge are minimized.

Other questions about opinion studies remain. Long-term observations are needed to determine how great an influence opinion studies have on (1) public opinion crystallization and (2) public policy formation. Research is needed on specific adaptations of the Delphi technique and the effectiveness of those adaptations. Finally, considerably more theoretical and applied research is needed to better determine (a) social and economic costs and benefits of various approaches to policy research (including opinion study methodologies), and (b) which approaches are most suitable, given particular purposes and conditions.

NOTES AND REFERENCES

[1] For discussion of measurement of public opinion and potential for opinion shift note: C. Schettler, Public Opinion in American Society, NY: Harper and Row, 1960 (pp. 465-492); E. Knop, "The Social Acceptability of Energy Development Proposals: An Assessment of the Tularosa Basin Case," Santa Fe NM: Public Perceptions Press, 1978 (pp. 1-11, 31-33); E. Knop, S. Knop, L. Bohren, "Public Perceptions of Proposed Geothermo Development Activities in the Springerville-Eager, Arizona Area," Ft. Collins CO: Public Perceptions Corp., 1982 (pp. 49-61).

For more general discussions of public opinion note: B. Berelson and M. Janowitz (eds.), Reader in Public Opinion and Communication (2nd Edition), NY: Collier-Macmillan, 1966; G. Tarde, "The Public and Public Opinion" in Collective Behavior and Social Movements, L.E. Genevie (ed.), Itasca IL: F.E. Peacock Publishers, 1978 (pp. 11-21).

[2] For a more complete description of the project note: S. Knop, "The Colorado Case: Experiences and Accomplishments of the Colorado Lifelong Learning Project," Denver CO: CO Commission on Higher Education, Sept., 1982.

[3] For discussions and definitions of public opinion, note sources in [1], above, and C. Schettler, Public Opinion in American Society, NY: Harper and Row, 1960 (pp. 3-28).

[4] For discussions and case examples of the role of influentials in public opinion formation and public opinion shifts note: E. Knop, "The Social Acceptability of Energy Development Proposals . . .," Santa Fe NM: Public Perceptions Press, 1978 (p. 7-11, 31-33); E. Knop, et al., "Public Perceptions of Proposed Geothermo Development Activities in the Springerville-Eagar, Arizona Area," Ft. Collins CO: Public Perceptions Corp., 1982 (pp. 49-61). For discussions of several leadership roles, the influence of various leaders on public opinion note: C. Schettler, Public Opinion in American Society, NY: Harper and Row, 1960 (pp. 108-135). Given democratic ideals, precaution must be taken to safeguard public prerogatives, and to avoid undue manipulation and coercion of various publics. For a discussion of coercion in public opinion processes, note Schettler (above), pp. 136-161.

[5] For a more complete description of the project note: S. Knop, "The Colorado Case: Experiences and Accomplishments of the Colorado Lifelong Learning Project," Denver CO: CO Commission on Higher Education, Sept., 1982 (pp. 13-16).

[6] Underlying assumptions of the Delphi technique are that given (a) common information about a situation/problem and (b) knowledge of opinions of others about that situation, individual opinions about the situation will tend to converge. Thus public opinion begins to crystallize. The technique is designed to minimize problems of face-to-face group dynamics (e.g., differentials in authority, knowledge and vocalness of individuals in the group) by assessing opinions of the same respondent group through several successive written questionnaires. For a discussion of the Delphi technique as applied in education, note: N. P. Uhl, "Using the Delphi Technique in Institutional Planning," in Using Research for Strategic Planning, N. P. Uhl (ed.), San Francisco: Jossey-Bass, 1983, pp. 81-94.

[7] For a discussion of institutional application of the Delphi technique, note: N. P. Uhl, "Using the Delphi Technique in Institutional Planning" in Using Research for Strategic Planning, N. P. Uhl (ed.), San Francisco: Jossey-Bass, 1983, pp. 81-94. Uhl's discussion assumes surveys of people in an institutional setting, with possibilities of hand-delivery and pick-up of survey forms. When questionnaires are mailed at random throughout a state, as was the case in the Lifelong Learning Project, other guidelines for anticipating timing of returns are more appropriate. Note discussions regarding timing and follow-ups to assure adequate returns in E. K. Babbie, The Practice of Social Research, Belmont CA: Wadsworth Publishing Co., 1975 (pp. 263-265) and K. D. Bailey, Methods of Social Research, NY: The Free Press, 1982 (pp. 169-177).

[8] S. Knop, "The Colorado Case: Experiences and Accomplishments of the Colorado Lifelong Learning Project," Denver CO: CO Commission on Higher Education, Sept. 1982, pp. 18-21.

APPENDIX A

SURVEY I: QUESTIONNAIPE AND DESCRIPTIVE FINDINGS

(Preliminary reporting of descriptive statistics.
Number of respondents = 220 of 267 or 83%.

Code #

First Survey

COLORADO IN THE EIGHTIES:

ISSUES IN ADULT LEARNING AND EDUCATION

State policy-makers are at times faced with decisions about matters related to adult education. In making decisions, they must make judgments about the nature and extent of the state's responsibility for and encouragement of adult education activities. Their task is complicated by the fact that adults pursue education on a variety of subjects for many different reasons -- occupational, civic, health, daily life and living. Many publicly and privately sponsored agencies and organizations offer information and education for adults -- public schools, colleges, commercial and proprietary schools, civic and religious groups, business, industry and labor, the mass media. Thus, there are many different kinds of concerns and issues that people feel important to resolve if adult education efforts in Colorado are to be most effective.

The purpose of this project is to provide state policy-makers and other decision-makers with additional data and insights that should be helpful to their deliberations. The project will describe what community leaders and practicing adult educators feel to be the state's role and responsibility in adult education, and alternative ways that role and responsibility might be carried out.

To do so, the project needs to know what knowledgeable people like yourself consider to be concerns or issues important enough to merit the state's concern. Once key issues are identified, the project will seek your views about what can be done to resolve them.

Procedure: this questionnaire has been designed to make it as easy as possible for you to identify important issues in adult education. We ask you to respond as carefully as possible to each item. As one knowledgeable about Colorado concerns, you may feel that questions should be recast or that additional questions are required. This survey allows you to comment on individual items and to construct additional items. We encourage you to take advantage of this opportunity to add your insights.

Important note: The term adult education refers to those formal and informal educational opportunities, primarily for adults, that are offered by publicly and privately sponsored groups, agencies, organizations or institutions. It is inclusive of such other terms as adult basic education, continuing education, in-service education, professional development, and staff development and training.

[% of respondents agreeing or disagreeing with each item (Part I) and mean score for each item ($\bar{x}$).]*

PART I: Tell how strongly you agree or disagree with each statement by circling the number that best describes your position. Please feel free to comment on your position in the space at the right.

ITEM	YOUR POSITION: % strongly agree (4)	(3)	% not sure (2)	(1)	% strongly disagree (0)	COMMENTS
1. It is as important for adults to learn as it is for children to learn.	83	15	1	1	0	$\bar{x}$ = 3.81
2. The state should provide assistance in adult education if the economic benefits recovered through state taxes are as great as the economic costs for that assistance.	43	32	16	5	5	$\bar{x}$ = 3.05
3. Approaches as better planning, laws and regulation, and application of technology are more effective than adult education in dealing with concerns like poverty, crime and drug abuse. the impact of rapid population growth, energy development and conservation.	8	10	26	29	27	$\bar{x}$ = 1.44
4. It is as important to consider social costs and benefits as it is to consider economic costs and benefits when determining the state's responsibility in adult education efforts.	41	31	12	6	1	$\bar{x}$ = 3.13
5. In the long-run, having formal and informal adult education programs that contribute to a well-informed citizenry is one of the best ways to assure that the state will be a satisfying place to live.	58	31	6	3	0	$\bar{x}$ = 3.47
6. State government should rely more than it now does on private sector involvement in adult education activities.	20	39	26	11	3	$\bar{x}$ = 2.62
7. State government should see that adult education opportunities exist in all regions of the state.	58	26	7	5	3	$\bar{x}$ = 3.31
8. Ensuring that people are properly educated for life and for living in Colorado should be primarily their own responsibility.	16	21	21	29	11	$\bar{x}$ = 2.02

27

28

* Incomplete responses comprise the difference between the sum of the percents for each item and 100%.

Please continue on the next page...

[% of respondents agreeing or disagreeing and assigning varying levels of importance to each item in Part II; mean position score ($\bar{x}$ posit.) and mean importance score ($\bar{x}$ import.) for each item; ranking of 17 items by importance.]*

PART II: Please read the issues listed below and circle the number in Column A which best describes how strongly you agree or disagree with the issue. Then, re-read the issues and circle the number in Column B which tells how important it is, for the good of Colorado/Coloradoans as a whole, that the issue be resolved. Please feel free to make comments in the space provided at the right. You may add other issues you feel important in the space at the end of the list of issues on the next page.

ISSUE	COLUMN A: YOUR POSITION					COLUMN B: IMPORTANCE FOR COLORADO			COMMENTS	Importance Rank
	% strongly agree		% not sure		% strongly disagree	% very imp.	% somewhat imp.	% not imp.		
	4	3	2	1	0	2	1	0		
1. Adults in rural Colorado have fewer educational opportunities than adults in urban areas.	66	22	6	2	2	57	29	2	$\bar{x}$ posit. = 3.49 $\bar{x}$ import. = 1.62	7.5
2. Low income people and less educated people ought to receive more state aid than higher income and more educated people when it comes to provision of adult education activity.	23	31	13	15	19	35	42	10	$\bar{x}$ posit. = 2.24 $\bar{x}$ import. = 1.29	14
3. Community and state leaders need more assistance in meeting their special information and education needs.	21	31	34	9	3	33	38	11	$\bar{x}$ posit. = 2.59 $\bar{x}$ import. = 1.22	16
4. Professionals should be required to continuously update their occupational knowledge and skills.	55	33	6	3	3	65	19	4	$\bar{x}$ posit. = 3.35 $\bar{x}$ import. = 1.70	2
5. Newcomers to Colorado should be educated about Coloradoan's special concerns for a balance between economic/energy development needs and conservation of our natural environment.	25	36	22	12	5	38	34	15	$\bar{x}$ posit. = 2.64 $\bar{x}$ import. = 1.27	15
6. Workers who need training to meet rapidly expanding employment opportunities in Colorado should be expected to receive that training from employers.	20	27	26	17	10	41	38	5	$\bar{x}$ posit. = 2.32 $\bar{x}$ import. = 1.43	11
All Coloradoans, regardless of age, should have the right to complete elementary and secondary schooling at public expense.	62	14	11	10	3	62	20	6	$\bar{x}$ posit. = 3.22 $\bar{x}$ import. = 1.64	5
8. In Colorado we make inadequate use of t.v., radio and newspapers as resources for adult learning.	30	23	29	12	6	45	34	8	$\bar{x}$ posit. = 2.61 $\bar{x}$ import. = 1.43	11
9. As compared to its present efforts in formal schools and colleges, the state should do more to encourage informal education through community and civic groups, mass media, churches, industry, etc.	31	39	17	8	4	40	39	7	$\bar{x}$ posit. = 2.85 $\bar{x}$ import. = 1.38	13

* Incomplete responses comprise the difference between the sum of the percents for each item and 100%.

Please continue on the next page...

PART II, con't:

ISSUE	COLUMN A: YOUR POSITION % strongly agree		% not sure		% strongly disagree	COLUMN B: IMPORTANCE FOR COLORADO % very imp.	% somewhat imp.	% not imp.	COMMENTS	Importance Rank
	4	3	2	1	0	2	1	0		
10. If mass media education programs are to be most effective, they must be supplemented by local discussion groups.	31	38	19	6	4	26	46	15	$\bar{x}$ posit. = 2.87 $\bar{x}$ import. = 1.12	17
11. University professors should be encouraged to offer off-campus courses through extended campus arrangements.	48	36	11	3	2	44	38	6	$\bar{x}$ posit. = 3.25 $\bar{x}$ import. = 1.43	11
12. Local libraries and other community organazations, using local resources, should serve as adult education centers that provide information on careers, educational opportunities, and other materials on topics of interest to adults.	58	33	6	2	0	60	26	1	$\bar{x}$ posit. = 3.47 $\bar{x}$ import. = 1.68	3
13. Cooperative educational programs should be developed involving public education institutions and business/industry and professional associations.	55	32	8	1	2	57	27	1	$\bar{x}$ posit. = 3.39 $\bar{x}$ import. = 1.65	4
14. Adults need good, easy to find, easy to understand information more than they need formal education.	31	38	17	10	2	43	34	3	$\bar{x}$ posit. = 2.87 $\bar{x}$ import. = 1.49	9
15. Coordination needs to be strengthened between and among public and private organizations offering education in Colorado.	47	36	12	2	2	56	27	2	$\bar{x}$ posit. = 3.27 $\bar{x}$ import. = 1.63	6
16. Most citizens don't have good information about educational opportunities in their own communities.	32	33	16	14	5	58	24	4	$\bar{x}$ posit. = 2.74 $\bar{x}$ import. = 1.62	7.5
17. In Colorado there is good understanding between the public, educators and state policy-makers about matters concerning adult education.	1	5	29	29	36	62	19	2	$\bar{x}$ posit. = 1.06 $\bar{x}$ import. = 1.72	1
18. Another issue you feel important (please describe and rate): _____										
19. Another issue you feel important (please describe and rate): _____										

32

Please continue on the next page...

[% of respondents assigning various degrees of priority to each item in Part III; mean score of each item; ranking of 19 items.]*

PART III: The state has many concerns to address. For each concern listed, circle the number that best tells the priority you feel that concern should receive. Please feel free to make comments in the space provided at the right.

	DEGREE OF PRIORITY STATE GOVERNMENT SHOULD GIVE (% highest priority ↑ 4 3 2 1 0 ↓ % lowest priority)					COMMENTS
energy development	63	26	7	1	1	$\bar{x}$ = 3.53 RANK = 1
problems of population growth	45	29	19	5	1	$\bar{x}$ = 3.16 RANK = 5.5
inflation	60	20	13	2	3	$\bar{x}$ = 3.36 RANK = 3
state prison system	12	26	42	15	3	$\bar{x}$ = 2.30 RANK = 17
youth education	54	31	12	1	1	$\bar{x}$ = 3.38 RANK = 2
crime prevention	40	39	19	2	1	$\bar{x}$ = 3.16 RANK = 5.5
energy conservation	48	32	14	3	1	$\bar{x}$ = 3.27 RANK = 4
economic development	31	39	21	4	2	$\bar{x}$ = 2.96 RANK = 9
medical and health care	28	35	27	7	1	$\bar{x}$ = 2.82 RANK = 11
education of adults	36	34	21	3	2	$\bar{x}$ = 3.05 RANK = 7
transportation	19	40	28	9	3	$\bar{x}$ = 2.63 RANK = 13
poverty	16	26	38	14	5	$\bar{x}$ = 2.36 RANK = 16
recreation	8	21	40	20	10	$\bar{x}$ = 1.96 RANK = 18
unemployment	27	29	28	11	3	$\bar{x}$ = 2.67 RANK = 12
problems of the aged	31	40	23	4	0	$\bar{x}$ = 3.00 RANK = 8
housing	18	33	36	9	3	$\bar{x}$ = 2.55 RANK = 14
immigration (foreign nationals)	10	17	29	20	22	$\bar{x}$ = 1.72 RANK = 19
land use planning	41	21	27	7	4	$\bar{x}$ = 2.89 RANK = 10
consumer protection	19	29	33	12	4	$\bar{x}$ = 2.48 RANK = 15
other (describe): _____ ...						

* Incomplete responses comprise the difference between the sum of the percents for each item and 100%

Please continue on the next page...

% of respondents assigning varying levels of importance to each item in Part IV; mean score and rank of each "direct" and "indirect" state support item. *

PART IV: The state can be supportive of formal and informal adult education activities in two (2) major ways. It can directly offer programs through public schools, colleges and government agencies, and it can, through a variety of provisions, indirectly encourage the private sector to offer activities (e.g., community and civic groups, churches, private schools, industry, professional associations, libraries, mass media). Below is a list of subjects adults might study. Circle the number in each column that tells how important direct and indirect state support is for each subject. Please feel free to make comments in the space provided to the right.

IMPORTANCE OF DIRECT/INDIRECT STATE SUPPORT

SUBJECT	Direct: adult programs through public schools, colleges, government agencies			Indirect: encouragement of private sector to offer programs by provision of regulations, tax incentives &/or resource materials& personnel			$\bar{x}$ Direct	Rank, Direct	COMMENTS	$\bar{x}$ Indirect	Rank, Indirect
	% very imp. 2	% somewhat imp. 1	% not imp. 0	% very imp. 2	% somewhat imp. 1	% not imp. 0					
career choices & preparation	61	31	5	51	39	7	1.58	2		1.51	2
occupational updating	45	40	6	60	34	3	1.43	4		1.64	1
civic rights & responsibilities; participation in community affairs	27	58	9	38	39	10	1.19	10		1.33	8
social values	24	50	21	31	40	14	1.03	12		1.20	11
ecology & the environment	42	49	4	41	43	3	1.40	5		1.43	3
social problems	37	49	9	35	43	7	1.29	9		1.34	7
interdependence of people in Colorado, the nation & world	26	55	14	20	47	18	1.12	11		1.02	13
health, hygiene, family planning	43	45	6	38	39	8	1.39	6		1.35	6
leisure & recreation skills	13	52	31	23	47	17	.81	13		1.01	12
financial management; consumer practices & protection	54	36	5	42	38	6	1.52	3		1.41	4
family life; family problems	40	50	7	44	35	9	1.34	7.5		1.39	5
English-language communication & basic computation	67	22	7	35	34	16	1.62	1		1.22	10
self-sufficiency skills as food preservation, gardening, home & auto repair	43	44	11	35	43	11	1.34	7.5		1.28	9
other subjects you feel important (please describe & rate): _____											

35

* Incomplete responses comprise the difference between the sum of the percents for each item and 100%.

Please continue on the next page...

[% of respondents assigning varying levels of importance to each item in Part V; mean score and rank of each item.] *

PART V: Assume you are in a position to advise on the allocation of state funds for adult education in Colorado. A limited amount of money is available and the state must make difficult decisions about how best to spend it. You have been asked to advise by telling how important each of the following general activities is, for the good of Colorado/Coloradoans. For each area of activity, circle the number that best tells how important you feel it to be. Please feel free to make comments in the space provided at the right.

ACTIVITY	IMPORTANCE FOR COLORADO: % very imp. (2)	% somewhat imp. (1)	% not imp. (0)	% no basis for an opinion (x)	COMMENTS
A. education programs for rural people	54	38	3	5	[$\bar{x}$ = 1.54 rank = 2]
education programs for socially/economically disadvantaged adults	50	41	4	5	[$\bar{x}$ = 1.48 rank = 6]
education programs for community leaders	26	52	16	4	[$\bar{x}$ = 1.12 rank = 18]
education programs to help newcomers learn about state concerns	12	46	35	6	[$\bar{x}$ = .75 rank = 19]
education programs for citizens' professional/ occupational updating	36	44	12	6	[$\bar{x}$ = 1.25 rank = 13]
B. public elementary & secondary schooling for adults	55	36	5	2	[$\bar{x}$ = 1.53 rank = 3]
vocational & community college programs for adults	73	22	1	2	[$\bar{x}$ = 1.74 rank = 1]
university off-campus courses for adults	55	36	6	2	[$\bar{x}$ = 1.51 rank = 4]
mass media education programs for adults	29	56	10	4	[$\bar{x}$ = 1.20 rank = 16.5]
resource materials for use by public & private educators	38	49	7	4	[$\bar{x}$ = 1.33 rank = 11]
resource personnel available to consult with public & private education groups	32	48	14	5	[$\bar{x}$ = 1.20 rank = 16.5]
local adult education coordinating councils to do planning	33	46	13	6	[$\bar{x}$ = 1.22 rank = 14.5]
local centers for career guidance, information on education opportunities, & resource materials on subjects of interest to adult learners	49	41	7	2	[$\bar{x}$ = 1.44 rank = 7]
C. scholarships & loans for adult learners	46	41	10	2	[$\bar{x}$ = 1.37 rank = 9]
grants to communities to improve local offerings	39	39	14	6	[$\bar{x}$ = 1.28 rank = 12]
tax incentives to adults who continue their education	49	29	16	4	[$\bar{x}$ = 1.35 rank = 10]
tax incentives to employers who offer employee education	57	31	9	1	[$\bar{x}$ = 1.50 rank = 5]
regulation of quality & effectiveness of programs	36	38	16	6	[$\bar{x}$ = 1.22 rank = 14.5]
promotion of the value of continuing learning & education	46	37	9	4	[$\bar{x}$ = 1.40 rank = 8]
other (please describe & rate): _____					[ ]

37

38

* Incomplete responses comprise the difference between the sum of the percents for each item and 100%.

Please continue on the next page...

PART VI: For the purposes of statistical analysis, we would like to know a bit about you. No individual analysis or reporting of information will be done.

RESIDENCE

In what county do you live? 54 counties represented If employed, in what county do you work? 54 counties represented How many years have you lived in Colorado? range 1 to 80 years

Do you consider your place of residence to be: 70% basically rural or 29%* basically urban? What is the population? 46% = 7000 and under
31% = 7001 - 40,000
20% = 70,000 and over

OCCUPATION

If employed, what is your job title (or brief description)? ___ The name of your employing organization? ___

Is your work largely related to adult education activities? 55% yes 41% no If yes, in what capacity do you serve? (Check all that apply.)

___ teacher ___ counselor ___ administrator ___ other (describe) ___

CIVIC PARTICIPATION

How do you judge your participation in the civic and organizational affairs of your community? 6% basically uninvolved 31% slightly active 38% quite active 17% extremely active

Do you now, or have you recently served as an officer in any civic organization? 55% yes 42% no

Do you now, or have you recently held any elected public office? 4% yes 93% no

OTHER INFORMATION

Age: 1% under 25 22% 25 to 34 31% 35 to 44 26% 45 to 54 12% 55 to 64 6% 65 and over

Ethnic background: 3% american indian 2% asian 1% black 76% european 4% hispanic 7% other (specify) ___

Sex: 50% female 49% male

How much formal schooling have you had? (Check the highest category that applies.)

%	
1	less than high school
8	high school graduate
11	college, business or technical school attendance
15	4 year college degree
63	graduate school

Thank you...the insights you have provided are greatly appreciated. After results are analyzed, we will ask for your ideas on a revised set of items which are based on your responses to this survey. Please use the addressed, stamped envelope provided to return this questionnaire. Remember to write your name and address and "copy of results requested" on the back of the envelope if you would like a summary of the study's findings.

* Incomplete responses comprise the difference between the sum of the percents for each item and 100%.

INITIAL SUMMARY OF DESCRIPTIVE FINDINGS: SURVEY I *

Sampling Procedure

Respondents to the survey include selected persons from 3 corridors of Colorado (west, central, east). Some are from areas judged to have many adult education programs locally; others are from areas judged to have relatively few local programs. Officers of 2 civic organizations with local chapters and several other organizations specifically serving minority populations, local librarians, and educators from public and private education institutions, service agencies and business/industry were eligible for selection as survey respondents. Lists of persons eligible for selection were collected and 269 names were drawn through a stratified random sampling procedure. Rural areas were purposely over-sampled to assure that survey findings reflect both urban and rural perspectives.

Respondent Profile (Survey I, Part VI)

--267 of the 269 surveys mailed were deliverable. 220 responses were returned (83%). Of these, slightly less than one-third came from western Colorado, slightly less than one-third from eastern Colorado, and slightly more than one-third came from central Colorado. 59% of the responses came from localities judged to have many adult education programs; 41% came from areas with few programs. About one-half of the respondents live in areas with 7000 population or less. Just under one-third live in areas with populations between 7000 and 70,000. The remainder reside in areas of over 70,000 population. Respondents live in 54 different counties (85% of all Colorado counties). Slightly more than one-half of the respondents report their work to be largely related to adult education activity.

--Slightly more than one-half of the respondents judge themselves to be "quite" to "extremely" active in civic and organizational affairs of their community and have served as an officer of a civic organization.

--The majority of respondents are between 25 and 54 years of age; 18% are 55 or older. Three-quarters are of anglo-european background, 10% are of hispanic, american indian, asian or black descent. About one-half are male and one-half are female. The majority are college graduates. About 20% have had some college or business/technical school preparation or terminated their formal schooling upon graduating from high school.

Respondent Attitudes (Survey I, Part I)

Mean scores reported on the attached Survey I form (Part I) suggest that respondents:
--are generally supportive of adult learning and education (items 1, 3 and 5);
--perceive that one of state government's responsibilities is to help assure equity of access to adult education opportunities state-wide (item 7);
--see economic and social cost and benefits as part of the criteria for determining the nature and extent of the State's involvement in adult education activity (items 2 & 4);
--are somewhat unsure as to how much more heavily the State should rely on private sector involvement in adult education activity (item 6); and
--are unsure as to how much responsibility the individual citizen has in ensuring that he/she is properly educated for life and living in Colorado (item 8). Respondent comments on this item indicate that while availing oneself of learning opportunities--and perhaps paying for them--is largely up to the individual, provisions for the opportunities need to be made by institutions, government agencies, etc.

*For purposes of discussion at the September '81 conference on "Improving Adult Education Services in Colorado," only descriptive data are reported here. Additional analysis and implications of the data will be reported later.

(over)

Respondent Perceptions: Issues in Colorado Adult Education (Survey I, Part II)

Seventeen issues were presented. Respondents were asked to tell how important it is to Colorado/ns that each issue be resolved, and their personal position on each issue. They were also encouraged to add other issues not mentioned on the survey.

Mean "importance" scores (reported on the attached--Survey I, Part II) indicate that respondents judge all 17 issues to be "somewhat" to "very" important. "Position" mean scores varied item by item. Issues added by respondents reveal no large new issues; rather, those added helped to clarify underlying sub-issues and problems. These were considered during development of the second, follow-up survey.

The 17 issues are presented in 2 groups (below and on the next page). The first group of issues are those which received mean importance scores of 1.6 or greater. The second group of issues are those which received mean importance scores of 1.0 to 1.5. (A score of 2.0 = very important, 1.0 = somewhat important, 0.0 = not important.) Also presented with the issues are comments about respondents' personal positions on each issue (i.e., the extent of agreement or disagreement with the issue as worded on the questionnaire).

Group 1: Issues Felt to be of Greater Importance	Respondents' Positions on Issues
-- In Colorado there is good understanding between the public, educators and state policy-makers about matters concerning adult education. ($\bar{x}$ = 1.72)	--general disagreement with item.
-- Professionals should be required to continuously update their occupational knowledge and skills.	--general agreement with item. Comments indicate a preference for "encouragement" rather than "requirements".
-- Local libraries and other community organazations, using local resources, should serve as adult education centers that provide information on careers, educational opportunities, and other materials on topics of interest to adults.	--general agreement with item. Comments point out other agencies to assist & the limited local resource base.
-- Cooperative educational programs should be developed involving public education institutions and business/industry and professional associations.	--general agreement with item.
-- All Coloradoans, regardless of age, should have the right to complete elementary and secondary schooling at public expense.	--general agreement with item.
-- Coordination needs to be strengthened between and among public and private organizations offering education in Colorado.	--general agreement with item.
-- Adults in rural Colorado have fewer educational opportunities than adults in urban areas.	--general agreement with item.
-- Most citizens don't have good information about educational opportunities in their own communities. ($\bar{x}$ = 1.62)	--some uncertainty as to whether to agree or disagree. Comments suggest that at times people don't make use of available information.

Group 2: Issues Felt to be of Somewhat Lesser Importance	Respondents' Positions on Issues
— Adults need good, easy to find, easy to understand information more than they need formal education. ($\bar{x}$ = 1.49)	—some uncertainty as to whether to agree or disagree. Comments indicate both formal education & informal information are needed.
— Workers who need training to meet rapidly expanding employment opportunities in Colorado should be expected to receive that training from employers.	—some uncertainty. Comments indicate public & private sectors should share responsibility for worker training.
— In Colorado we make inadequate use of t.v., radio and newspapers as resources for adult learning.	—some uncertainty. Comments indicate media is thought of more as entertainment than for learning.
— University professors should be encouraged to offer off-campus courses through extended campus arrangements.	—general agreement with item.
— As compared to its present efforts in formal schools and colleges, the state should do more to encourage informal education through community and civic groups, mass media, churches, industry, etc.	—some uncertainty. Comments suggest more encouragement of informal education is appropriate, but not at the expense of efforts of schools & colleges.
— Low income people and less educated people ought to receive more state aid than higher income and more educated people when it comes to provision of adult education activity.	—general agreement with item. Comments suggest that aid should be targeted at those showing commitment to education.
— Newcomers to Colorado should be educated about Coloradoan's special concerns for a balance between economic/energy development needs and conservation of our natural environment.	—some uncertainty. Comments suggest that the item should address all Coloradans & that there is not consensus about concerns in Colorado.
— Community and state leaders need more assistance in meeting their special information and education needs.	—some uncertainty. Comments suggest that leaders have special information needs, but may not need special assistance in meeting those needs.
— If mass media education programs are to be most effective, they must be supplemented by local discussion groups. ($\bar{x}$ = 1.12)	—some uncertainty. Comments suggest that local discussion is desirable for some media education programs, but not necessary for all.

Respondent Perceptions: Degree of Priority State Government Should Give to Selected State Concerns (Survey I, Part III)

Nineteen broad areas of concern in Colorado were listed. Respondents were asked to tell the degree of priority they believe state government should give to each. Education of adults was one of the 19 concerns listed. When mean scores for all concerns were ranked, education of adults fell midway in the rankings, between such concerns as energy development, youth education, inflation (1st, 2nd, 3rd ranked) and concerns as the state prison system, recreation, immigration (17th, 18th, 19th ranked).

(over)

Respondent Perceptions: The Importance of DIRECT and INDIRECT State Support for Selected Subjects of Interest to Adult Learners (Survey I, Part IV)

Respondents were asked to tell how important direct and indirect state support is for 13 selected subjects of interest to adult learners. Direct support was defined as the state directly offering programs through public schools, colleges and government agencies. Indirect support was defined as the state indirectly encouraging the private sector to offer activities...by provision of regulations, tax incentives and/or resource materials and personnel.

As noted on the attached (Survey I, Part IV), direct state support was judged more important for some subjects (e.g., English-language communication and basic computation). Indirect state support was judged more appropriate for some subjects (e.g., occupational updating and civic rights-responsibilities).

Below are the 13 subjects, repeated in 2 columns. At the left, subjects are listed according to the rank they received when mean scores for direct state support were ordered. To the right, subjects are listed according to the rank they received when mean scores for indirect state support were ordered. Note that only the "English-language" item shifted considerably in rank on the 2 lists. Also, keep in mind that with the exception of direct state support for the learning of leisure/recreation skills, both direct and indirect state support were judged to be "somewhat" to "very" important for all subjects listed (1.0 = somewhat important).

Rank Ordering of 13 Subjects by the Importance of DIRECT State Support (1st listed = highest mean score)	Rank Ordering of 13 Subjects by the Importance of INDIRECT State Support (1st listed = highest mean score)
--English-language communication & basic computation ($\bar{x}$ = 1.62).	--Occupational updating ($\bar{x}$ = 1.64).
--Career choices & preparation.	--Career choices & preparation.
--Financial management; consumer practices & protection.	--Ecology & the environment.
--Occupational updating.	--Financial management...
--Ecology & the environment.	--Family life; family problems.
--Health, hygiene, family planning.	--Health, hygiene, family planning.
--Family life; family problems.	--Social problems.
--Self sufficiency skills as food preservation, gardening, home & auto repair.	--Civic rights & responsibilities; participation in community affairs.
--Social problems.	--Self-sufficiency skills...
--Civic rights & responsibilities...	--English-language communication...
--Interdependence of people in Colorado, the nation & world.	--Social values.
--Social values.	--Lesisure & recreation skills.
--Leisure & recreation skills ($\bar{x}$ = .81).	--Interdependence of people...($\bar{x}$ = 1.02).

Determining Funding Allocations Within Adult Education: Respondent Perceptions of the Importance of Selected Adult Education Activities (Survey I, Part V)

Respondents were presented with a list of 19 adult education-related activities that might, hypothetically, be considered for state funding. Then they were asked to tell how important they judged each activity to be, keeping in mind that limited funds demand that difficult decisions must be made when funds are allocated. The activities listed were not exhaustive, rather they represented a sampling of different types of activities in support of adult learning.

When all 19 activities were considered together and ranked according to mean scores, vocational and community college programs for adults, education programs for rural people, and public elementary and secondary schooling for adults received highest ranks. (Refer to the attached, Survey I, Part V.) Mass media education programs for adults, resource personnel..., education programs for community leaders and for newcomers to Colorado received lowest ranks. Eighteen of the 19 activities were judged "somewhat" to "very" important.

The 19 activities are descriptive of three major considerations that must be addressed when any educational program is proposed: 1) the audience for the program; 2) the institutions, planning and support services involved; and 3) funding mechanisms to provide financing for the effort. On the following page the 19 activities are grouped in 3 sets, representing these 3 considerations. Within each set, activities are listed in order of their mean importance scores.

(over)

Determining Funding Allocations Within Adult Education:
Respondent Perceptions of the Importance of Selected Adult Education Activities

Ranking of 6 Activities Referring to Specific Audiences (1st listed= highest mean score)	Ranking of 9 Activities Referring to Education Institutions, Planning & Support Services	Ranking of 4 Activities Referring to Funding Mechanisms
--education programs for rural people ($\bar{x}$ = 1.54).	--vocational & community college programs for adults ($\bar{x}$ = 1.74).	--tax incentives to employers who offer employee education ($\bar{x}$=1.50).
--public elementary & secondary schooling for adults*	--university off-campus courses for adults.	--scholarships & loans for adult learners.
--education programs for socially/economically disadvantaged ads.	--promotion of the value of continuing learning/educ.	--tax incentives to adults who continue their educ.
--educ. programs for citizen's professional/occupational updating.	--local centers for career guidance, information on educ. opportunities, & resource materials on subjects of interest...	--grants to communities to improve local offerings ($\bar{x}$ = 1.28).
--education programs for community leaders.	--resource materials for use by public & private educators.	
--education programs to help newcomers learn about state concerns ($\bar{x}$ = .75).	--local adult educ. councils to do planning.	
	--regulation of quality & effectiveness of programs.	
	--mass media education programs for adults.	
	--resource personnel available to consult with public & private education groups ($\bar{x}$=1.20).	

* public elementary and secondary schooling for adults could also be interpreted as a "public school" activity and thus could also appear in the middle column, ranked second of 10 activities.

APPENDIX B

SURVEY II: QUESTIONNAIRE AND DESCRIPTIVE FINDINGS

DEPARTMENT OF HIGHER EDUCATION
COLORADO COMMISSION ON HIGHER EDUCATION

ANNE LAIRD MANVEL, Chairman
MICHAEL R. MOORE, Vice Chairman
JUDY ARMAGAST
A. EDGAR BENTON
ELMER CHENAULT
LENA ELLIOTT
PHILLIP B. GALLEGOS, JR.
J. TYLER MAKEPEACE
LESTER R. WOODWARD

1550 LINCOLN STREET, SECOND FLOOR
DENVER, COLORADO 80203

TELE: AREA 303
839-2723

May 29, 1981

Dear Fellow Coloradan:

Your willingness to complete our initial questionnaire concerning issues in adult education was greatly appreciated. I am pleased to report that over 80% of those asked completed that survey. Already we and others in the state are developing useful insights to guide our actions.

By completing this questionnaire you will be participating in the next logical step of the study. Here you can tell us which agencies, organizations and policy-making groups should be involved in helping to solve each problem and the ways they might contribute to solutions.

Please use the enclosed envelope to return your completed questionnaire within one (1) week. If you would like a copy of results of the study and have not already requested it, write "copy of results" along with your name and mailing address on the back of the return envelope. Results from this and the first questionnaire will be mailed together when analysis is complete.

Thank you for your cooperation in this important study. Should you have questions please contact our Lifelong Learning Project Coordinator, Sheila Knop, 2608 Avocet Road, Ft. Collins 80526 (phone: 223-8542).

Sincerely,

Lee R. Katschner
Executive Director

Second Survey

(Preliminary reporting of descriptive statistics. Number of respondents as of August 26, 1981 = 151 of 217 or 70% return.)

Please turn to the back side of this sheet. . .

Procedure: Information you gave in the first survey has caused us to formulate several "concern" statements that we would like your advice about. Each half page of this new survey presents one concern and the opportunity for you to tell WHO you think should have the responsibility to help resolve it, and HOW they should help. For some concerns, insights gained from the first survey are included as informational notes.

Reminder: As in the first survey, the term adult education refers to those formal and informal educational activities, primarily for adults, that are offered by publicly and privately sponsored groups, agencies, organizations or institutions. It is inclusive of such other terms as adult basic education, continuing education, in-service education, professional development and staff development and training.

Instructions:

1) On the scale below each "concern" statement, tell how important it is for the good of Colorado and all Coloradans that the concern be addressed. Please circle the number that best tells your opinion.

2) In the middle of the page, tell how much responsibility the groups listed should have in helping to resolve the concern. For each group listed, circle the number that best tells your opinion (2=much; 1=some; 0=no responsibility).

3) On the right side of the page, tell how you think the groups should help. Check (✓) those areas of responsibility you believe appropriate for each group.

4) Please feel free to make comments and give other suggestions in the space at the end of each half page.

5) Before proceeding, please review the sample item and footnotes below. Thank you for your continued cooperation.

Sample Item:

CONCERN → **WHO SHOULD HELP?** → **HOW?**

Adult access to educational information about low cost energy-saving practices and devices.

Importance of giving attention to this:

Very Imp.				Not Imp.	Don't Know
↓				↓	↓
(5)	3	2	1	0	?

Amount of Responsibility: Much	Some	None		Areas of Responsibility: Conduct Programs	Supply Materials or Consultants*	Provide Funding, Tuition, or Fees	Ensure Quality & Accessibility of Programs**
			Public and Private Groups				
2	(1)	0	Individuals and families themselves	___	___	✓	___
2	1	(0)	professional associations, unions	___	___	___	___
2	(1)	0	business, industry, military	___	✓	✓	✓
2	(1)	0	media (public broadcasting, newspapers)	✓	___	✓	✓
(2)	1	0	community organizations (e.g., libraries, coop. extension, service clubs, churches)	✓	___	✓	___
			Education Institutions				
2	(1)	0	public schools	✓	___	✓	✓
2	(1)	0	community colleges, vocational schools	✓	___	✓	✓
(2)	1	0	four-year colleges, universities	✓	✓	✓	✓
			Policy Makers				
2	(1)	0	city and county government	___	✓	✓	✓
(2)	1	0	state government	___	✓	✓	✓
(2)	1	0	federal government	___	✓	✓	✓

51

COMMENTS/OTHER SUGGESTIONS: Research universities, gov't should do research on ways to save energy. Then "how to do it" booklets & lectures could be prepared & made available to civic groups, families -- a small fee could be arranged.

* "Materials" include printed or audio-visual resources, pamphlets, manuals, texts, etc. "Consultants" serve technical assistance or advisory functions.

** "Ensuring quality and accessibility of programs" refers to the design and monitering of policies, regulations, procedures or practices which are aimed at a) maintaining adequate program quality/standards, and b) assuring equitable access to those programs.

Please continue on the next sheet. . . 2.

CONCERN → WHO SHOULD HELP? → HOW?

[% of respondents per importance ranking & mean importance score ($\bar{x}$).]* [% of respondents assigning varying amounts of responsibility to each group & mean responsibility score for each group ($\bar{x}$).]* [% of respondents seeing groups as responsible for specified areas of activity.]

1 Continuous updating of occupational knowledge and skills by Colorado professionals (e.g., those in law, medicene, education).

Importance of giving attention to this:

$\bar{x}$	% Very Imp. 4	3	2	1	% Not Imp. 0	% Don't Know ?
3.39	40	28	9	1	0	1

Note: Some professional associations require updating as a condition of membership. Others leave this matter to the discretion of individual professionals. A few professional groups in Colorado are required by the state to show evidence of updating.

$\bar{x}$	% Much (2)	% Some (1)	% None (0)		Areas of Responsibility: Conduct Programs	Supply Materials or Consultants	Provide Funding, Tuition, or Fees	Ensure Quality & Accessibility of Programs
				Public and Private Groups				
1.26	38	48	13	. Individuals and families themselves	11	13	66	19
1.62	69	29	5	. professional associations, unions	64	40	47	63
1.33	39	54	6	. business, industry, military	59	66	54	43
.85	13	58	29	. media (public broadcasting, newspapers)	29	25	5	44
.99	18	60	21	. community organizations (e.g., libraries, coop. extension, service clubs, churches)	44	51	15	43
				Education Institutions				
1.03	31	40	28	. public schools	50	40	13	44
1.63	60	31	8	. community colleges, vocational schools	77	64	25	58
1.73	76	21	3	. four-year colleges, universities	83	72	29	68
				Policy Makers				
.92	20	52	28	. city and county government	21	29	35	47
1.35	42	49	8	. state government	19	42	55	62
.91	22	46	31	. federal government	12	33	40	38

COMMENTS/OTHER SUGGESTIONS: _____

2 Citizen awareness and understanding of local and state concerns so that they may be more effective in decision-making (e.g., as informed community members, voters or local/state leaders).

Importance of giving attention to this:

$\bar{x}$	% Very Imp. 4	3	2	1	% Not Imp. 0	% Don't Know ?
3.16	36	33	17	2	1	1

$\bar{x}$	% Much (2)	% Some (1)	% None (0)		Areas of Responsibility: Conduct Programs	Supply Materials or Consultants	Provide Funding, Tuition, or Fees	Ensure Quality & Accessibility of Programs
				Public and Private Groups				
1.51	56	38	5	. Individuals and families themselves	14	14	44	31
1.19	31	56	12	. professional associations, unions	50	52	40	49
1.18	25	66	9	. business, industry, military	45	60	46	44
1.62	64	31	3	. media (public broadcasting, newspapers)	62	45	11	62
1.54	56	41	2	. community organizations (e.g., libraries, coop. extension, service clubs, churches)	74	70	21	60
				Education Institutions				
1.32	40	50	9	. public schools	72	51	14	56
1.43	48	44	6	. community colleges, vocational schools	73	64	23	62
1.39	44	45	9	. four-year colleges, universities	65	63	25	63
				Policy Makers				
1.56	58	39	3	. city and county government	57	60	50	66
1.63	64	31	3	. state government	53	66	59	66
1.30	48	32	19	. federal government	40	52	47	55

52

COMMENTS/OTHER SUGGESTIONS: _____

*Incomplete responses comprise the difference between the sum of percents and 100%.

Please turn to the back side of this sheet. .

CONCERN → **WHO SHOULD HELP?** → **HOW?**

[% of respondents per importance ranking & mean importance score ($\bar{x}$).] * [% of respondents assigning varying amounts of responsibility to each group & mean responsibility score for each group ($\bar{x}$).] * [% of respondents seeing groups as responsible for specified areas of activity.]

3 Providing adults in local communities with notices of educational activities, career and educational guidance, and access to other information of interest.

Importance of giving attention to this: % Very Imp. (4 3 2) | % Not Imp. (1) | % Don't Know (0 ?)

$\bar{x}$ = 3.3 | 40 | 25 | 12 | 0 | 0

Amount of Responsibility: % Much (2) | Some (1) | None (0)

Areas of Responsibility: Conduct Programs | Supply Materials or Consultants | Provide Funding, Tuition, or Fees | Ensure Quality & Accessibility of Programs

$\bar{x}$	Much (2)	Some (1)	None (0)		Conduct Programs	Supply Materials or Consultants	Provide Funding, Tuition, or Fees	Ensure Quality & Accessibility of Programs
				Public and Private Groups				
.91	21	46	31	. Individuals and families themselves	9	11	36	19
1.34	42	46	9	. professional associations, unions	46	60	37	44
1.29	38	49	11	. business, industry, military	39	55	48	38
1.64	68	26	5	. media (public broadcasting, newspapers)	47	42	13	45
1.69	62	31	5	. community organizations (e.g., libraries, coop. extension, service clubs, churches)	64	60	21	57
				Education Institutions				
1.43	60	39	1	. public schools	64	54	15	54
1.69	69	29	1	. community colleges, vocational schools	71	70	24	65
1.56	60	32	5	. four-year colleges, universities	65	69	23	61
				Policy Makers				
1.21	36	44	16	. city and county government	31	39	39	48
1.19	36	42	18	. state government	24	42	50	50
.86	23	38	36	. federal government	19	29	33	34

Note: With the exception of colleges, few centers for adult career and education guidance exist in local communities. Locally centralized repositories of information about educational activities or educational materials are unusual. Rather, information must be sought in many different places (e.g., libraries, extension service, health agencies, state offices, U.S. printing offices).

COMMENTS/OTHER SUGGESTIONS: _____

4 Meeting current and future adult occupational training needs in Colorado.

Importance of giving attention to this: % Very Imp. (4 3 2) | % Not Imp. (1) | % Don't Know (0 ?)

$\bar{x}$ = 3.40 | 39 | 25 | 9 | 1 | 0 | 0

Amount of Responsibility: % Much (2) | Some (1) | None (0)

Areas of Responsibility: Conduct Programs | Supply Materials or Consultants | Provide Funding, Tuition, or Fees | Ensure Quality & Accessibility of Programs

$\bar{x}$	Much (2)	Some (1)	None (0)		Conduct Programs	Supply Materials or Consultants	Provide Funding, Tuition, or Fees	Ensure Quality & Accessibility of Programs
				Public and Private Groups				
1.26	40	44	14	. Individuals and families themselves	11	13	57	26
1.47	51	42	5	. professional associations, unions	62	66	46	59
1.62	63	33	3	. business, industry, military	65	69	65	58
.97	21	54	23	. media (public broadcasting, newspapers)	27	33	9	44
1.10	25	56	16	. community organizations (e.g., libraries, coop. extension, service clubs, churches)	49	52	19	49
				Education Institutions				
1.36	47	39	13	. public schools	70	56	26	60
1.99	98	19	2	. community colleges, vocational schools	85	74	36	70
1.56	60	30	9	. four-year colleges, universities	72	66	32	63
				Policy Makers				
1.18	31	53	13	. city and county government	29	36	50	53
1.39	49	40	9	. state government	29	43	66	56
.99	24	48	25	. federal government	18	33	30	36

Note: The extent of public responsibility as compared to private-sector responsibility for occupational training is of concern to community and state leaders, educators and industry officials--especially in areas of Colorado which are growing rapidly.

COMMENTS/OTHER SUGGESTIONS: *Incomplete responses comprise the difference between the sum of percents and 100%.

CONCERN ⟶ **WHO SHOULD HELP?** ⟶ **HOW?**

[% of respondents per importance ranking & mean importance score (x).] * [% of respondents assigning varying amounts of responsibility to each group & mean responsibility score for each group (x).] * [% of respondents seeing groups as responsible for specified areas of activity.]

5

Access by adults with less than a high school education to elementary and secondary schooling.

Importance of giving attention to this:

$\bar{X}$	% Very Imp. 4	3	2	1	% Not Imp. 0	% Don't Know ?	$\bar{X}$
							1.45
$\bar{X}$							.93
							1.05
							.96
3.35	44	18	9	2	2	1	1.16

Note: A few programs are available in Colorado communities through school districts, community colleges or other organizations. Funding generally comes from federal grants or community college budgets. Colorado statutes allow school districts state and local financial support for students 6 to 21 years of age.

	Amount of Responsibility: % Much (2)	Some (1)	None (0)		Areas of Responsibility: Conduct Programs	Supply Materials or Consultants	Provide Funding, Tuition, or Fees	Ensure Quality & Accessibility of Programs
				Public and Private Groups				
1.14	62	35	3	Individuals and families themselves	5	14	58	19
.93	19	52	26	professional associations, unions	26	44	36	36
1.05	23	58	17	business, industry, military	33	48	44	38
.96	20	54	24	media (public broadcasting, newspapers)	23	29	9	44
1.16	28	57	13	community organizations (e.g., libraries, coop. extension, service clubs, churches)	44	49	19	44
				Education Institutions				
1.74	74	20	3	public schools	83	66	36	69
1.58	64	26	7	community colleges, vocational schools	75	65	35	69
.99	33	31	34	four-year colleges, universities	39	44	19	45
				Policy Makers				
1.12	93	44	21	city and county government	23	29	48	44
1.29	40	44	13	state government	15	31	61	50
.91	24	40	33	federal government	9	20	50	31

COMMENTS/OTHER SUGGESTIONS: _____

6

Adult access to off-campus four-year college and university courses (e.g., in rural, industry, or inner city sites).

Importance of giving attention to this:

$\bar{X}$	% Very Imp. 4	3	2	1	% Not Imp. 0	% Don't Know ?	$\bar{X}$
							1.33
$\bar{X}$							.99
							1.03
							.99
3.03	29	25	14	3	2	2	1.07

Note: Some courses are available with professors traveling to the site. A few others are offered through public broadcasting, newspapers or correspondence. Students pay full costs of these courses, whereas on-campus students pay partial costs of their courses. Off-campus courses are not normally part of a professor's regular duties.

	Amount of Responsibility: % Much (2)	Some (1)	None (0)		Areas of Responsibility: Conduct Programs	Supply Materials or Consultants	Provide Funding, Tuition, or Fees	Ensure Quality & Accessibility of Programs
				Public and Private Groups				
1.33	42	40	11	Individuals and families themselves	6	12	63	21
.99	19	54	21	professional associations, unions	31	48	23	38
1.03	21	54	19	business, industry, military	34	44	38	34
.99	22	49	23	media (public broadcasting, newspapers)	28	39	9	39
1.07	24	52	19	community organizations (e.g., libraries, coop. extension, service clubs, churches)	33	40	13	45
				Education Institutions				
.92	26	34	34	public schools	34	36	11	40
1.49	57	26	11	community colleges, vocational schools	67	60	31	60
1.92	91	20	3	four-year colleges, universities	80	70	38	74
				Policy Makers				
.85	20	31	34	city and county government	15	21	29	38
1.32	44	36	14	state government	17	30	52	54
.75	16	36	39	federal government	8	19	38	30

COMMENTS/OTHER SUGGESTIONS: *Incomplete responses comprise the difference between the sum of percents and 100%.

Note: Respondents in the first survey told us that understanding and coordination are inadequate between and among groups with interest in adult education and that it is quite important that understanding and coordination be improved. We would like your thoughtful suggestions as to how this can be done. The format for responding to these last two concerns is slightly different than before. Please note the instructions which accompany each concern statement.

[% of respondents per importance ranking & mean importance score ($\bar{x}$).]*

CONCERN

7 Improving understanding between and among the public, educators, and policy makers about matters concerning adult education.

Importance of giving attention to this:

$\bar{x}$	% Very Imp. (4 3 2 1)	% Not Imp. (0)	% Don't Know (?)
3.32	41 20 8 4 1		5

Instructions: Select one specific group of educators and one group of policy makers (check, ✓, each below). Then please answer the two questions at the right. Be as constructive, creative and specific as possible in your suggestions.

(check one group)
Educators of Adults in:

___ public schools
___ vocational schools
___ community colleges
___ 4-yr. colleges, univ.
___ business, industry
___ professional associations, unions
___ coop. extension
___ libraries
___ other, specify: _____

(check one group)
Policy Makers in:

___ local school boards
___ state board of education
___ state board of community colleges & occupational education
___ governing boards of 4-year colleges or universities
___ commission on higher education
___ city councils, county commissions
___ state legislature
___ business, industry
___ other, specify: _____

1. In my view, the biggest problem in improving understanding between the public and the two groups I have checked is: _____

2. My suggestion for the solution to this problem is: _____

---

8 Strengthening coordination between and among public and private organizations offering adult education in Colorado.

Importance of giving attention to this:

$\bar{x}$	% Very Imp. (4 3 2 1)	% Not Imp. (0)	% Don't Know (?)
3.16	30 22 9 2 2		11

Instructions: Select two groups of educators (check, ✓, each below). Then please answer the two questions at the right. Be as constructive, creative and specific as possible in your suggestions.

(check two groups)
Educators of Adults in:

___ public schools
___ vocational schools
___ community colleges
___ 4-year colleges, universities
___ business, industry
___ professional associations, unions
___ cooperative extension service
___ libraries
___ other, specify: _____

1. In my view, the biggest problem in strengthening coordination between the two groups I have checked is: _____

2. My suggestion for the solution to this problem is: _____

59

*Incomplete responses comprise the difference between the sum of percents and 100%.

58

THANK YOU FOR YOUR INSIGHTS.

6.

INITIAL SUMMARY OF DESCRIPTIVE FINDINGS: SURVEY II

Introduction

Insights gained from responses to the first survey led to the development of a follow-up questionnaire (Survey II). The second questionnaire was mailed to people who had responded to the first. The purpose of the second survey was to present several adult education issues/concerns in slightly reworded fashion, and determine respondent beliefs about the importance of the concerns, who should have responsibility for helping solve the concerns, and how those groups might help.

Two-hundred and seventeen of 220 questionnaires were deliverable. To date 151 people (70%) have responded to the second survey. Another follow-up is planned in an attempt to increase the return rate. Therefore findings here reported for Survey II are tentative. For the purpose of discussion at the September '81 conference on Improving Adult Education Services in Colorado, only descriptive data are summarized here. More complete analysis will be available later in the year.

Survey Format

Identical response formats were presented for 6 of the 8 concerns included in Survey II. Respondents were asked to tell how important it is to Colorado/ns that the concern be resolved. Then they were asked to tell the amount of responsibility they believe 11 different groups (presented in 3 sets) should have in helping to resolve the concern (2 = much responsibility, 1 = some responsibility, 0 = no responsibility). Finally, they were asked to tell how each of those 11 groups might help. (Four areas of potential responsibility/activity were presented. Respondents were asked to check as many of the 4 as they felt appropriate for each of the 11 groups.) Instructions and a sample item are included on the inside cover sheet of Survey II. The response formats for Concerns 7 and 8 were open-ended. Analysis of narrative responses has not been completed. Therefore only importance scores for these two concerns are reported.

Respondent Perceptions: Importance of 8 Adult Education Concerns

Respondents judged all 8 concerns to be of considerable importance (refer to scores in the left column for each concern, Survey II). This is not surprising since similar concerns/issues were judged important in Survey I and the wording of items in Survey II was fine-tuned to more accurately reflect state-wide adult education concerns. Highlights of respondent perceptions of who should have responsibility to resolve concerns and how they should help follows. Concerns are presented in the order they are found on the questionnaire.

Concern 1

Item Wording

Concern 1: "Continuous updating of occupational knowledge and skills by Colorado professionals (e.g., those in law, medicine, education)."

Who Should Help Resolve the Concern?

All 11 groups were seen to share responsibility for helping to resolve the concern. Professional associations-unions, community colleges-vocational schools, and state government policy makers received highest mean scores, indicating that they are believed to have somewhat greater responsibility than other groups.

(over)

How Can Those Responsible Help? (Concern 1, continued)

--By conducting programs and supplying materials or consultants. Five groups were more often assigned responsibility both for conducting programs and supplying resource materials or consultants. They are: professional associations-unions, business-industry-military, public schools, community colleges-vocational schools, and 4 year colleges-universities. State government policy makers were infrequently given responsibility for the actual conduct of educational programs, however they were frequently assigned responsibility for supplying resource materials or consultants.

--By providing funding, tuition or fees. Four groups were more often assigned financial responsibility. They include: individuals-families themselves, professional associations-unions, business-industry-military, and state government policy makers.

--By ensuring quality and accessibility of programs. All 11 groups were seen to share responsibility in this regard. Groups most often given responsibility for conducting programs and supplying resource materials-consultants were also often given responsibility for ensuring quality and accessibility.

Concern 2

Item Wording

Concern 2: "Citizen awareness and understanding of local and state concerns so that they may be more effective in decision-making (e.g., as informed community members, voters or local/state leaders)."

Who Should Help Resolve the Concern?

All 11 groups were seen to share responsibility for helping to resolve the concern. Individuals-families themselves, media, community organizations, the three education institutions and the three levels of government policy makers were assigned somewhat greater responsibility than other groups.

How Can Those Responsible Help?

--By conducting programs and supplying resource materials or consultants. With the exception of individuals-families themselves, all groups were frequently given responsibility for these activities.

--By providing funding, tuition or fees. Individuals-families themselves, professional associations-unions, business-industry-military, and the three levels of government policy makers were most often assigned financial responsibility.

--By ensuring quality and accessibility of programs. All groups were often assigned responsibility for ensuring quality and accessibility.

Concern 3

Item Wording

Concern 3: "Providing adults in local communities with notices of educational activities, career and educational guidance, and access to other information of interest."

Who Should Help Resolve the Concern? (Concern 3, continued)

All 11 groups were seen to share responsibility for helping to resolve the concern. The media, community organizations, and the three education institutions were assigned somewhat greater responsibility than other groups.

How Can Those Responsible Help?

--By conducting programs and supplying resource materials or consultants. Professional associations-unions, business-industry-military, community organizations, and the three education institutions were frequently assigned responsibility for these two activities. State and local government policy makers were more often given responsibility for supplying resource materials or consultants than for actually conducting programs.

--By providing funding, tuition or fees. Local and state government policy makers, business-industry-military, professional associations-unions and indivuals-families themselves were most often given responsibility for financing.

--By ensuring quality and accessibility of programs. The groups most often given responsibility for conducting programs and supplying materials or consultants were also often given responsibility for ensuring quality and accessibility of programs.

Concern 4

Item Wording

Concern 4: "Meeting current and future adult occupational training needs in Colorado."

Who Should Help Resolve the Concern?

All 11 groups were assigned some responsibility for helping to resolve this concern. Community colleges-vocational schools, 4 year colleges-universities, business-industry-military, professional associations-unions and state government policy makers were assigned greater responsibility than other groups.

How Can Those Responsible Help?

--By conducting programs and supplying resource materials or consultants. The three education institutions, business-industry-military, professional associations-unions, and community organizations were most often given responsibility for these two activities.

--By providing funding, tuition or fees. Business-industry-military, the three levels of government policy makers, professional associations-unions, and individuals-families themselves were most often given financing responsibility.

--By ensuring quality and accessibility of programs. Again, those given responsibility for conducting programs and supplying resource materials-consultants were also most often given responsibility for ensuring quality and accessibility. In addition, local and state government policy makers were frequently given responsibility for ensuring quality and accessibility.

Concern 5

Item Wording

Concern 5: "Access by adults with less than a high school education to elementary and secondary schooling."

(over)

Who Should Help Resolve the Concern? (Concern 5, continued)

All 11 groups were assigned some responsibility for helping to resolve this concern. Three groups--public schools, community colleges-vocational schools, and individuals-families themselves--were seen to have greater responsibility than other groups.

How Can Those Responsible Help?

--By conducting programs and supplying resource materials or consultants. While several groups were given responsibility, the public schools and community colleges-vocational schools were most often given responsibility for conducting programs. They, along with business-industry-military, community organizations, and professional associations-unions, were most often given responsibility for supplying resource materials or consultants.

--By providing funding, tuition or fees. The three levels of government policy makers and individuals-families themselves were most often assigned financial responsibility.

--By ensuring quality and accessibility of programs. All groups, but especially the public schools and community colleges-vocational schools, were given responsibility for ensuring quality and accessibility of programs.

Concern 6

Item Wording

Concern 6: "Adult access to off-campus four-year college and university courses (e.g., in rural, industry or inner city sites)."

Who Should Help Resolve the Concern?

All groups were seen to share responsibility for resolving the concern. Four-year colleges-universities, community colleges-vocational schools, individuals-families themselves and state government policy makers were seen to have greater responsibility than other groups.

How Can Those Responsible Help?

--By conducting programs and supplying resource materials or consultants. 4 year colleges-universities and community colleges-vocational schools were most often given responsibility for the conduct of programs. This finding deserves comment, given the wording of the concern (i.e., access to 4 year colleges and universities' courses--off-campus). At least 3 alternative explanations are apparent: 1) respondents see community colleges-vocational schools as responsible for providing sites for 4 year college-university courses; 2) respondents mis-read the item, and had in mind more general access to post-secondary educational opportunities; or 3) respondents feel that some community colleges-vocational schools should broaden their mission to encompass baccalaureate and/or graduate education.

Groups most frequently given responsibility for supplying resource materials or consultants included: 4 year colleges-universities, community colleges-voactional schools, business-industry-military, and professional associations-unions.

--By providing funding, tuition or fees. Individuals-families themselves and state government policy makers were most often given financial responsibility.

--By ensuring quality and accessibility of programs. All groups were assigned responsibility for ensuring quality and accessibility of programs. Four year colleges-universities, community colleges-vocational schools, and state government policy makers were most often given responsibility for ensuring quality and accessibility.

APPENDIX C

CONFERENCE PROGRAM

CONFERENCE SCHEDULE

Monday, Sept. 28		Room
3:00 p.m.	Conference Staff Meeting	Falcon Rm. 4
7:30 - 9:00 p.m.	REGISTRATION	Falcon Rm. 1

Tuesday, Sept. 29		
8:00 - 9:30 a. m.	REGISTRATION	Falcon Rm. 1
10:00 a.m.	OPENING REMARKS: Timothy Grieder, Director of Outreach Programs, CCHE; Tyler Makepeace, Commissioner, CC[illegible]; Calvin Frazier, Commissioner of Education, CDE	Falcon Rms. 1,2
	CHALLENGES IN COLORADO ADULT EDUCATION: highlights of two recent surveys by the Colorado Lifelong Learning Project. Sheila Knop, Project Coordinator	
noon	GROUP BUFFET LUNCH AND REMARKS: James Wilson, Director, Occupational Division, [illegible]; James Weber, Director, Community Colleges Division, [illegible]	Falcon Rms. 3,4
1:15 p.m.*	ORGANIZING FOR WORKING GROUPS: small groups will be formed—each with a specified topic/challenge. Each group will be composed of participants with varying perspectives who have expressed interest in the topic. For continuity, we ask that you remain with one group throughout the conference.	Falcon Rms. 1,2

*Continuous beverage service available throughout the conference.

Tuesday, con't		
1:30 p.m.	DEFINING THE CHALLENGES: Group members to discuss and note problems/issues contributing to their group's challenge. Resource people will also highlight survey findings related to your group's topic.	Falcon Rms. 1,2, Board Rm. & Suites
3:30 p.m.	BRAINSTORMING SOLUTIONS: a time for creativity and imagination. Assume no constraints and see how many different kinds of solutions are suggested in your group.	
5:30 - 6:30 p.m.	FATIGUE ALLEVIATOR: snacks provided. Cash bar	Falcon Rms. 3,4
	(OPEN EVENING)	

Wednesday, Sept. 30		
8:00 a.m.	Coffee/fruit/donuts	Falcon Rms. 1,2
8:30 a.m.	DESIGNING APPROACHES TO MEET CHALLENGES: a time to expand on those brainstormed solutions that seem to have merit, given realistic constraints. Each group is to detail several different (though perhaps complementary) approaches.	
noon	GROUP BUFFET LUNCH AND REMARKS: Mary Lou Ray, Director, Learning Services, [illegible]	Falcon Rms. 3,4
1:15 p.m.	DESIGNING APPROACHES TO MEET CHALLENGES: con't	Falcon Rms. 1,2, Board Rm. & Suites
3:30 p.m.	WHAT NEXT? Discussion of conference follow-up. CLOSING REMARKS: Bill Hilton, Director ECS Lifelong Learning Project	Falcon Rms. 1,2
4:30 p.m.	Adjourn	

47 BEST COPY AVAILABLE